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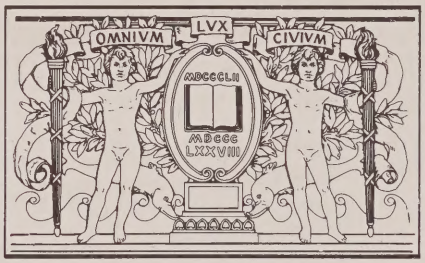

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CHAPTER 6

CEC 76/2

State Funds for Integrated Education in Boston:

An Analysis

366

City-Wide Educational Coalition
52 Chauncy Street
Boston, MA 02111
542-2835

November, 1976

City-Wide Educational Coalition
52 Chauncy St.
Boston, Massachusetts 02111
Telephone - 542-2835

THIS REPORT WAS PREPARED BY THE STAFF OF THE CITY-WIDE EDUCATIONAL COALITION

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Marion Van Arsdel
Dennis Wilson
Paula Young

WRITTEN BY:
Laura Clifford
Marion Van Arsdell

PARENT VERSION:
Enis Mattozzi

RESEARCHED BY:
Gerri Cleason
Carl Nickerson
Viola Solomon
Marion Van Arsdell
Pat Leon

EDITED BY:
Tom Cohan
Al McMahill
Mary Ellen Smith

TYPED BY:
Jo Apperwhite

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THE CITY-WIDE EDUCATIONAL COALITION, INC. TAKES FULL RESPONSIBILITY FOR ALL THE STATEMENTS, CONCLUSIONS AND RECOMMENDATIONS CONTAINED IN THIS REPORT.

TABLE OF CONTENTS

Section I Introduction

A. History of Chapter 636..... 1
B. Parental Involvement in Chapter 636..... 3
C. Purpose of the Report..... 3

Section II Proposal Planning and Development

A. Guidelines for 1976 - 1977..... 6
B. District Allocations..... 7
C. Local School Needs Assessment..... 9
D. Establishing District Priorities..... 10
E. Program Development..... 12

1) independent proposals
2) university proposals
3) Cultural Education Collaborative proposals

Section III The Review and Approval Process

A. The Review Process..... 17

1) local review panels
2) district review panels

B. The Approval Process..... 20

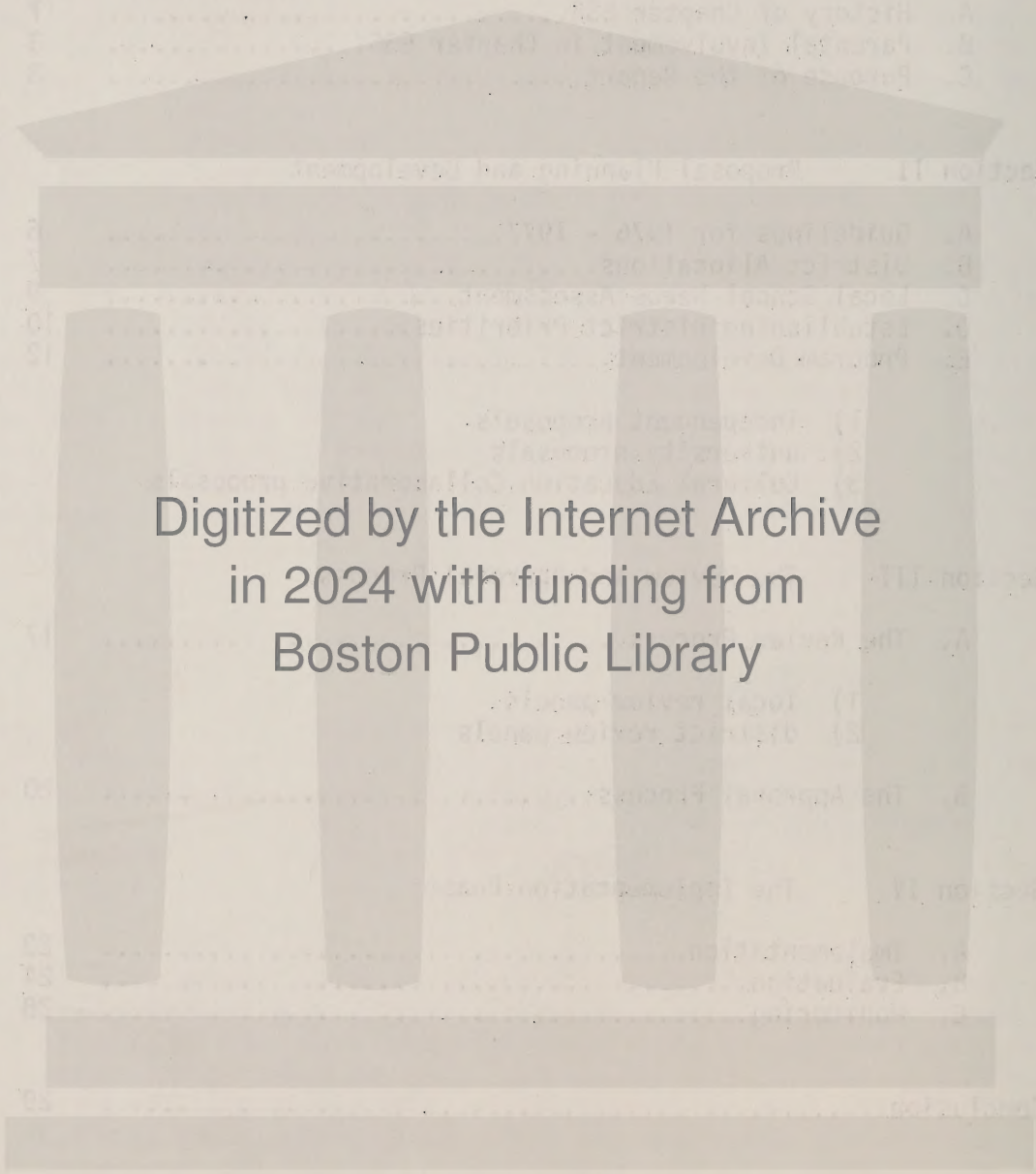
Section IV The Implementation Phase

A. Implementation..... 23
B. Evaluation..... 24
C. Monitoring..... 28

Conclusion..... 29

Addendum..... I

A. The Lyndon School..... II
B. The Prince School..... IV
C. The Dearborn School..... VII
D. The Jeremiah E. Burke School..... IX



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CHAPTER 636 REPORT

SECTION I - AN INTRODUCTION

A) The History of Chapter 636

In 1974 the Massachusetts Racial Imbalance Act was amended by Chapter 636. This amendment authorized the State Board of Education "to provide incentive funding to encourage voluntary individual transfers, and to strengthen the educational program of desegregation of schools." The intent of Chapter 636 was to help reduce racial segregation in public schools in the State by funding educational projects in cities and towns working to promote racial balance in their schools.

Since the 1974-75 school year, Boston has been eligible for these special Chapter 636 funds because the school system has been under a Federal Court Order. In Boston, programs funded by Chapter 636 do not have to be directly related to desegregation but can be designed to improve the quality of education that students are receiving in desegregated schools. The general guidelines established by the State Board of Education requires that Chapter 636 monies be used for staff training, extending the educational team, and/or programs of instruction and support.

The amount of Chapter 636 funding available to Boston has increased since the 1974-75 school year and the scope of the programs funded has grown significantly. During the first year of Chapter 636 funding, a limited number of programs were instituted in schools affected by the Phase I desegregation order. Chapter 636 funding was increased in 1975-76 (Phase II) and was used to support thre

kinds of programs: university pairings, cultural institution pairings, and independently developed school or district programs.

In the Phase II order issued on May 10th, 1975, the Federal Court had mandated that area universities and colleges be "paired" with Boston Schools and/or school districts. The Court had previously received some assurances from university and college presidents that their institutions would participate in a program of working with Boston public schools. The exact nature of the working relationship was at that time largely undefined--it was the intent of the May 10th Order that these pairings might "enable participating institutions of higher learning to share in the direction and development of curriculum and instruction under Court sanctioned contracts with the School Department."

There had also been recognition in the May 10th Court Order that many cultural institutions in Boston were a potential resource to the Boston Public Schools--thus the advent of "cultural institution pairings." Chapter 636 funds were subsequently made available to meet the costs of these cultural pairings. The Metropolitan Cultural Alliance was originally designated to coordinate these pairings but this later evolved into a special project under an umbrella agency called the Cultural Education Collaborative (CEC).

Lastly, Chapter 636 funds were made available in 1975-76 to fund independent proposals developed to serve an individual school or district. Teachers, administrators and parents were able to prepare proposals requesting Chapter 636 funds to support local programs such as reading labs or remedial reading teachers for single schools or more extensive programs designed to serve the needs of a whole district.

B) Parental Involvement in Chapter 636

Parental involvement in the Chapter 636 program has increased dramatically over the past two years. During the first year of funding (1974-75), very few parents were involved in proposal development and the guidelines prepared by the State Department of Education and the Boston School Committee required only a simple "sign-off" on the proposal submission forms by one or two parents. Parental participation on planning teams for university pairings, however, was encouraged in the guidelines prepared by the State Department of Education, so parents were members of some of the planning teams that met during the summer of 1975.

By 1976 the guidelines established by the State Department of Education and the Boston School Committee called for increased parental involvement, mandating that parents be key participants in the planning, development and review of proposals.

Thus today Chapter 636 offers a unique opportunity for parents and teachers to begin working together to develop programs designed to meet the needs of children in a particular school. There is the potential for more direct involvement of parents and teachers in developing and reviewing Chapter 636 programs than in <u>any other</u> State or federally funded program. As one longtime observer of the Boston Public Schools noted, "In an arena in Boston in which recognition of parent involvement is growing, 636 is the vanguard."

C) This Report's Purpose

As an organization working with parents to stimulate their

involvement in the public schools of Boston, the City-Wide Educational Coalition has been involved for many months now in providing information and assistance to parents on Chapter 636. In April, 1976 CWEC prepared a brochure entitled "Chapter 636: A Practical Guide for Parents" which explained the guidelines for proposal development for 1976-77. This guide was mailed to all Racial Ethnic Parent Council (REPC) members, distributed to each Community District Advisory Council (CDAC) and was forwarded to many other parents and teachers upon request.

Subsequently, many CWEC staff were involved as parents or as resource persons in working with teams developing 636 proposals at many schools. CWEC staff also served on or worked with other parents serving on Chapter 636 proposal review panels.

This report has grown out of CWEC's broad and continuing involvement with the Chapter 636 process. The purpose of this report is to provide an analysis of how this process has worked as implemented during the 1976-77 proposal planning, development, review, and implementation phases. CWEC's particular concern has been and will continue to be with the extent of parental involvement in the Chapter 636 funding process--with particular attention being paid to those factors which have served to either facilitate or obstruct that involvement.

Chapter 636 monies have made it possible for many innovative programs to be introduced into the Boston Public Schools. At a time of decreasing availability of local funds for education, the importance of additional State funds being made available can hardly be overemphasized. Recognizing both the importance and potential of

Chapter 636 funds for the Boston Public Schools, the staff of CWEC offers the following report, complete with recommendations for change.

In preparing this report, CWEC staff have interviewed a total of sixty-five persons with personal histories of involvement in the Chapter 636 process. Interviewees have included teachers, principals, district superintendents, and other school department personnel, parents, university coordinators, and representatives of the cultural institutions. We appreciate the generous sharing of ideas and suggestions by those interviewed.

SECTION II - PROPOSAL PLANNING AND DEVELOPMENT

A) Guidelines for 1976 - 1977

Guidelines for the Chapter 636 funding process are established by the State Department of Education and the Boston School Committee. These guidelines determine the timeline for proposal development, establish the procedures for developing proposals, and designate a review process. Proposal forms are then published based on these guidelines and made available to prospective proposal writers.

Significant changes were made in the guidelines for the 1976-77 school year. These changes included the distribution of Chapter 636 monies by district, an increased role of district superintendents in administering proposal development within their district, and the establishment of proposal review panels at the local school and district levels. The new guidelines stated that a percentage of 636 funds be spent in specific academic areas identified as high priorities by the Boston School Committee. These areas included reading, special education and vocational education.

In the spring of 1976, long negotiations between the State Department of Education and the School Committee resulted in the late publication of guidelines. Parents and teachers who had little previous experience in proposal development were particularly handicapped by the delay. The short amount of time between the publication of guidelines and the date when completed proposals were due discouraged parents and teachers from even attempting to develop such proposals.

From the difficulities experienced by proposal writers, the City-Wide Educational Coalition (CWEC) makes the following recommendation:

- *The State Department of Education and the Boston School Committee should agree upon and publish next year's guidelines by February 15, 1977. In the future, guidelines should always be published at least 3 months prior to the deadline for the submission of completed proposals to review.*

B) District Allocations

For 1976, the State Department of Education established Chapter 636 funding allocations for each of the nine districts. Money appropriated for the individual districts was determined by the State on the basis of projected district enrollment figures. For Districts I - VIII approximately $55 - $60 per student was allocated. For District IX, the figure was approximately $100 for each pupil. "The State recognized a mandate (from the Court) to create a magnet district: in order to do this additional resources would have to be committed for District IX," said one School Department official about the eight Community Districts and the Magnet District: Thus the higher per pupil allocation.

From each district's total allocation, the cost of university pairing programs was deducted. (The total cost of these university programs include both the cost of university-school programs, materials, and the cost of services rendered by the universities.) Next, each district reserved some of the allocated monies for cultural institution pairings with schools. The remaining funds were designated for independent proposals. As a result, in those districts with multiple and/or expensive university pairings programs relatively little money was left for independent proposals. This concern was most strongly expressed by parents and teachers in Districts V, VII, and IX.

The following chart indicates the Chapter 636 funds available in each district and shows how the monies were divided between university, cultural, and independent proposals. Column I indicates the amount and percentage of money for district programs developed in conjunction with the paired university. Column II

indicates the amount and percentage of money for cultural pairings. Column III delineates the remaining monies which were available for independent school or district proposals.

As the following chart indicates, the percentage of district funds available for independent proposals varied widely from district to district. The local school district administrators, principals, teachers, or parents were restricted in determining what portion of the money went into university programs or independent district proposals. The State Department of Education's decision to give priority funding to university paired programs may have been valid two years ago but the concept of guaranteed funding for university involvement must now be reassessed. It is crucial that in the future District Superintendents and Community District Advisory Councils play a key role in determining the distribution of funds within their district. The impact of university programs must be evaluated and then compared to independent district programs before decisions are made for the allocation of funds within that district next year.

To encourage development of future proposals each district should know the amount realistically apportioned their district. Parents and teachers can then work within the framework of what monies are available.

Some districts, notably Districts III and VI, attempted to address this problem by providing proposal developers in their districts with a realistic estimate of funds available to them. Community District Advisory Councils and the District Superintendents in these districts established guidelines on how monies for independent proposals might be equitably divided among their schools.

- *The CWEC recommends: That once the Bureau of Equal Educational Opportunity has decided upon individual district allocations, representatives from EEO should meet with each District Superintendent and Community District Advisory Council to discuss the allocation of those funds within the district. The decision as to how much money will be allocated to universities, cultural institutions and independent writers should be made jointly by EEO, the District Superintendent and the Community District Advisory Council.*

75-76 Funding Year
Chart #2

UNIVERSITY PROPOSALS

DISTRICT	FUNDED		NON-FUNDED		
	No. of Proposals	Amount	No. of Proposals		Amount
1	1	($132,765)	-		
2	1	(83,142)	-		
3	1	(205,916)	-		
4	1	(107,000)	-		
5	3	(239,876)	-		
6	9	(216,021)	3	44%	($167,550)
7	2	(188,160)	-		
8	1	(146,000)	-		
9	18	(991,715)	1	56%	($222,034)
Total	37	$2,310,595	4		$389,584

CULTURAL EDUCATION COLLABORATIVE

DISTRICT	FUNDED		NON-FUNDED		
	No. of Proposals	Amount	No. of Proposals		Amount
1	-		-		
2	-		-		
3	-		-		
4	-		-		
5	4	($56,000)	4	59%	($156,282)
6	-		-		
7	6	($61,070)	1	3%	($8,020)
8	-		-		
9	15	($223,808)	5	38%	($98,731)
Total District by District allotted monies	25	$340,938	10		$263,033

Statistics Provided by
Department of Evaluation
Boston School Department
May, 1976

CHART #1--DISTRICT ALLOCATIONS FOR FISCAL YEAR 1977--CHAPTER 636 FUNDS

District I	University Pairings	Cultural Pairings	Independent Proposals	Total
Boston University	$205,000 (62%)	$12,500 (4%)	$112,130 (34%)	$329,630
District II				
Simmons College (Jamaica Plain High)	93,000 (31%)	20,700 (7%)	186,130 (62%)	299,830
District III				
Boston College	205,000 (49%)	21,000 (5%)	189,340 (46%)	415,340
District IV				
Stonehill (Hyde Park High)	107,000 (33%)	21,400 (7%)	193,030 (60%)	321,430
District V				
Boston State	205,000 (32%)	39,200 (6%)	352,000 (55%)	642,200
Mass. Coll. Art (J. E. Burke High)	46,000 (7%)			
District VI				
U. Mass. - Boston	250,000 (58%)	18,400 (4%)	165,600 (38%)	434,000
District VII				
Bunker Hill (Charlestown High)	89,000 (23%)	18,400 (5%)	80,530 (20%)	391,930
Harvard (Roxbury High)	79,000 (20%)			
Northeastern U.	125,000 (32%)			
District VIII				
	---------	18,400 (10%)	166,040 (90%)	184,440
District IX				
20 pairings	1,007,000 (74%)	150,000 (11%)	210,000 (15%)	1,367,000
Totals	2,411,000 (55%)	320,000 (7%)	1,654,800 (38%)	4,385,800

*See Appendix A

EEO - April 21, 1976

C) Local School Needs Assessment

The guidelines for Chapter 636 proposals indicate that an adequate needs assessment preceed the development of any proposal. Based upon these needs, relevant proposals would then be developed.

The State Department of Education and the Boston School Committee articulated general needs of the system and these in turn were designated higher priority for Chapter 636 funding. The State stressed the development of magnet programs and magnet schools. The School Committee targeted the areas of reading, occupational education, services for special needs students, and bilingual programs as critical needs in Boston.

The School Committee recommended that in each district certain percentages of 636 monies be spent on programs in these areas.

These recommendations were as follows:

1. a minimum of 20% of total 636 funding be allocated for reading programs,
2. a minimum of 20% of total funding be for occupational educational programs,
3. a minimum of 15% of total funding be for special needs (766) programs, and
4. money for bilingual programs commensurate with the number of bilingual students in each district.

The designation of general priorities for the system, did not, however, address the specific needs of the districts and individual schools. It was, therefore, crucial to the Chapter 636 process that a comprehensive needs assessment be conducted at local schools and in districts. More importantly, it was vital that these needs assessments be used as the basis for planning and developing proposals.

INDEPENDENT

DISTRICT	TOTAL SUBMITTED	FUNDED		NON-FUNDED	
		No. of Proposals	Amount	No. of Proposals	Amount
1	4	2	($70,923)	2	($19,400)
2	12.25	3	(29,299)	9.25	(98,887)
3	12.25	4	(59,158)	8.25	(315,425)
4	9.92	3	(72,018)	6.92	(345,765)
5	23.08	7.5	(232,612)	15.58	(875,618)
6	11	2	(92,989)	9	(571,829)
7	12.5	3.5	(71,495)	9	(198,130)
8	5	1	(25,000)	4	(209,932)
9	23	4	(90,436)	19	(584,532)
Total District Monies Spent/Allocated		30	$744,130	83	$3,219,518

Statistics Provided by
Department of Evaluation
Boston School Department
May, 1976

FIGURE "A"

Percentage of proposals funded
(City-Wide)

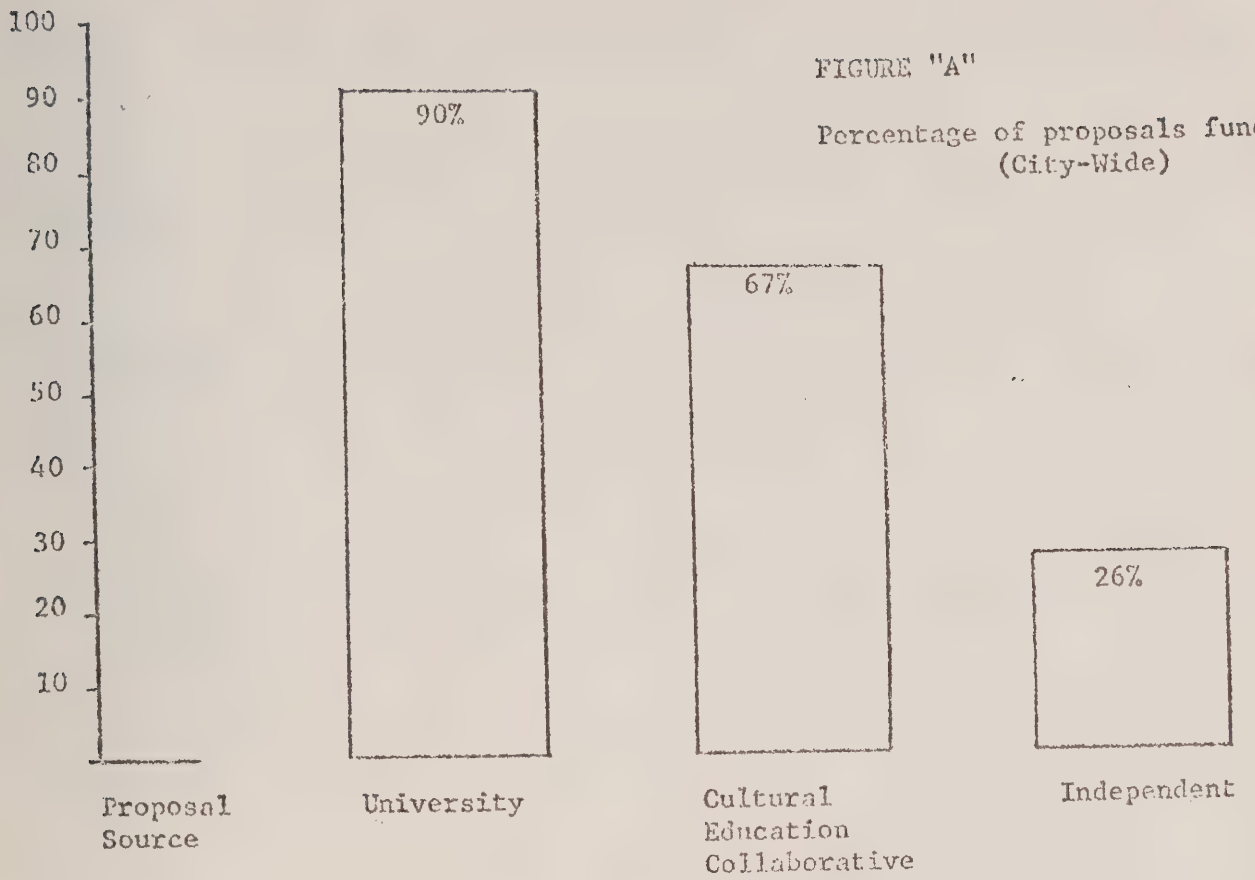
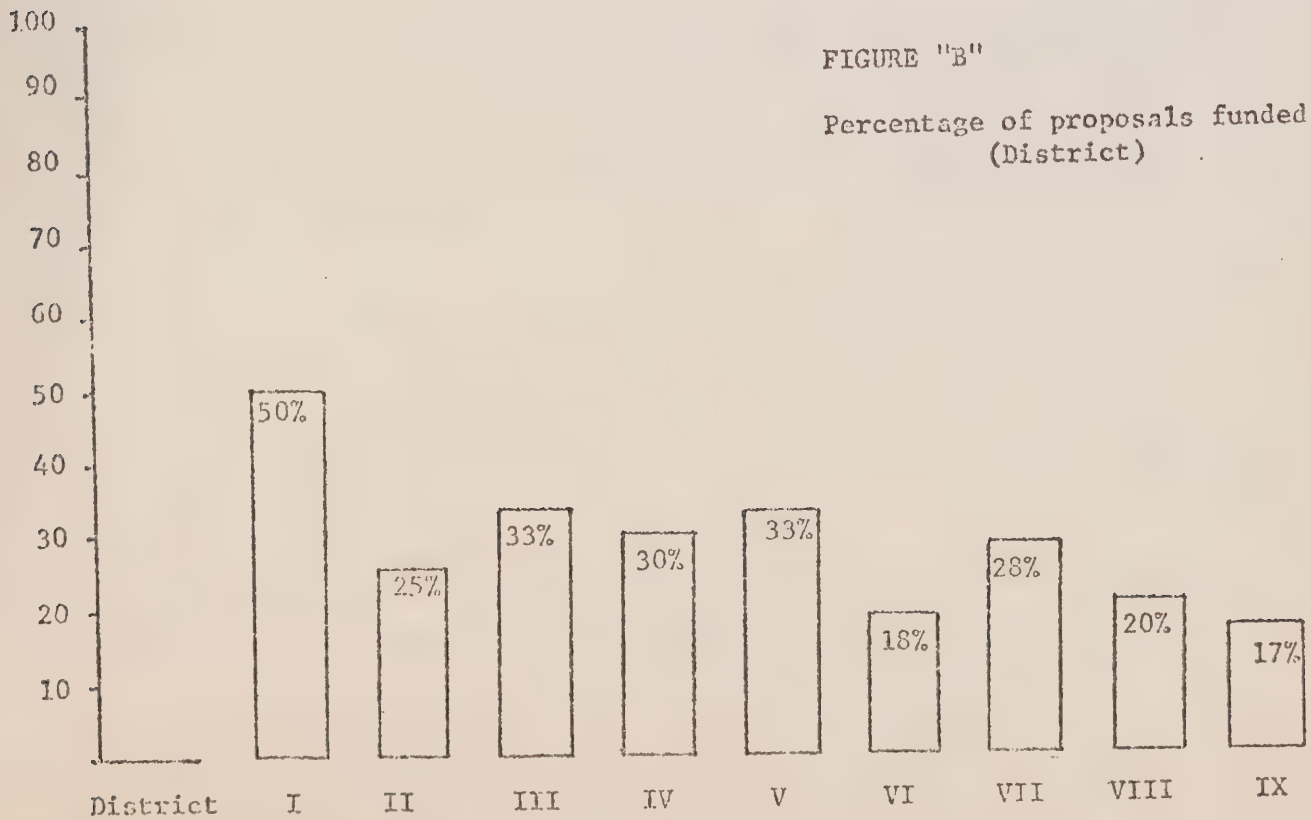


FIGURE "B"

Percentage of proposals funded
(District)



Many persons interviewed reaffirmed that a widespread absence of substantial needs assessments was evident prior to proposal development. The problems in developing an adequate needs assessment were due to the lack of time and technical assistance directed to districts and schools. Both of these areas were necessary to develop a mechanism for conducting needs assessments. Once more, the major hindrances to the process were the limited time span for the development of proposals and the lack of a formalized system for conducting needs assessments within the Boston Public Schools.

In 1975 Superintendent Marion Fahey requested each school develop a long range educational plan (Circular #33). The School Department's guidelines recommended that schools use their Circular 33 response as the basis for the development of 636 proposals. The educational plan had to be comprehensive, incorporate attainable goals, and have the input and consensus of all parties involved--administrators, teachers, parents, and students (High School).

Recommendations:

- *The City-Wide Educational Coalition makes the following recommendations: That the School Department provide assistance to local schools in developing a comprehensive needs assessment; that building administrators work with both parents and teachers in conducting the needs assessment. CWEC also reemphasizes that local schools needs assessment should be included in a district needs assessment.*

D) Establishing District Priorities

The 1976-77 guidelines for Chapter 636 proposals require that the individual district Community District Advisory Council work together with the Community District Superintendent in establishing a list of priorities for their district. These priority listings could then have helped to assure that the limited amount of 636 funding be used to address the most pressing needs.

One District Superintendent pinpointed this problem when he said, "There needs to be time to develop a comprehensive needs assessment in order to comply with the spirit of 636." A Community District Advisory Council parent from Dorchester commented that "Without an adequate needs assessment you are just picking and choosing things that might be relevant to the needs of the district."

The approach in determining district priorities were various. Adequate data was not provided Community District Advisory Council members to validly determine the district priorities. As a result, proposals were anticipated and the Community District District Advisory Council members were asked to judge whether needs of the district were being addressed. In one case a District Superintendent actually presented a list of priorities for a rubber stamp approval.

Several Community District Advisory Councils established their district priorities on the district needs assessment in a way that suggested how funds might be distributed within the district. CDAC VII established a priority which would equalize the resources of all District VII schools. The CDAC then attempted to develop a mechanism for Chapter 636 funds. The age of the school, level of the school, the number of children enrolled, as well as the availability of additional funds and resources were taken into consideration.

To increase the validity of equitable distribution and use of 636 funds, it is important that principals, teachers and parents be involved in discussing and prioritizing the needs of their district.

Recommendations:

- *The City-Wide Educational Coalition recommends that local schools needs assessment be included in a district needs assessment. CWEC also recommends that District Superintendent and CDAC in a district use the results of district needs assessment in cooperatively establishing district priorities.*

E) Program Development

1) Independent Proposals:

Parents and teachers who had an interest in requesting Chapter 636 funding for a particular program in their respective school or district were often handicapped by the lack of previous experience in proposal writing. Delays in guideline publication limited development of new ideas for proposals. Parents and teachers needed technical assistance and supportive services in complete proposal writing.

The Bureau of Equal Educational Opportunity (EEO) responded to this need and scheduled technical assistance workshops for May 4th, 5th, and 6th. The information concerning these workshops was not made available to building principals and CWEC until a week before the workshops. If principals failed to notify teachers or parents, they missed the opportunity to receive the help they needed. The short notice prevented many Racial Ethnic Parent Council (RPC) members from attending despite the fact that CWEC or their principals had notified them.

Parents and teachers who did attend the workshops concurred that they were inadequate to meet the needs for the substantial information and assistance required for proposal development. One parent commented, "All the workshops did was paraphrase the guidelines." Parents and teachers felt that the workshops could have better served their needs had they stressed actual proposal writing skills and techniques. A combination of limited time for proposal development and the lack of overall technical assistance in proposal writing discouraged many independent proposal writers.

?) University Pairing Proposals

The time factor was again a problem. The effort to complete proposals within the given time frame discouraged the involvement of parents and teachers in the developmental phase.

As previously stated, a large portion of each district's allocation was set aside for university programs from the outset. Since universities received such a large percentage of 636 funds, many parents expressed concern over the minimal or non-existent community (parents, teachers, and principals) participation in the planning and development stages of university/school 636 programs. Parents interviewed contend that the lack of community involvement resulted in programs which were not responsive to the needs of children within their district.

Many parents felt that the entire proposal development process was oriented towards professionals. This often made it difficult for them to make a point of entry. "University people did not share information in general, and when they did, they often failed to explain the meaning of that information," said one parent involved on a proposal writing team. In addition to the problem of attitude and information, meetings for proposal teams were scheduled at times inconvenient to parents. The scheduled meeting times had the effect of excluding parents and preventing them from having any real impact on proposal development.

In the initial planning stages for university/school proposals, money was made available to pay participants. The pay scale was wide and varied:

Administrators	$14.85 per hour
Teachers	12.54 per hour
Parents	3.71 per hour.

The inequities of monies available for services rendered raises serious questions as to the value placed on parental input. One parent involved on 636 university/school proposal team received a certificate for his participation. "At the end of the proposal process I got a certificate of good citizenship. I knew that these people were getting hundreds of dollars to work with me--while I got a piece of paper."

Some universities took the initiative in including parents in proposal planning and development teams. Active acceptance by universities of parental input resulted in the positive development of 636 programs by the Wheelock/Curley School and University of Massachusetts-Boston/District VI pairings. In the Boston University/District I pairing there were consistent efforts to involve parents, although minority parent involvement was limited.

The cooperation between the Wheelock College staff and J. M. Curley School parents resulted in the creation of a proposal which addressed the needs of Curley School children. A planning team of Curley parents and teachers and Wheelock staff met frequently to discuss the ongoing 1975-76 Wheelock/Curley 636 programs and to make plans based on this for the next year (1976-77). The Wheelock coordinator writing the 636 proposal spent two days a week at the Curley School. The result was a proposal for the 1976-77 school year very much different from the one for 1975-76. When all members of the school community were involved in determining needs, the focus of the proposal more accurately reflected actual needs. Unfortunately, this type of relationship between needs assessment and subsequent proposal development was the exception rather than the rule.

Recommendations:

- *The City-Wide Educational Coalition recommends: That a standard and equal stipend for all participants involved in 636 proposal development be established. Parents should be included from the outset of any proposal development effort--whether it be university, independent or cultural.*

- *CWEC also recommends: That immediately following the publication of guidelines, ongoing technical assistance workshops occur stressing actual proposal development skills.*

3) Cultural Institution Pairing Proposals:

The Cultural Education Collaborative (CEC) serves as an umbrella agency, coordinating the pairings of area cultural institutions with the Boston Public Schools. In so doing, the CEC offers the following services:

...Provide information to schools about cultural institutional services.

...Put cultural institutions in touch with schools and school departments who wish to contract their services.

...Provide technical services to cultural institutions in proposal writing, budgeting, contracting, and payment procedures.

...Coordinate the evaluation of cultural pairings programs.

...Coordinate training workshops for teachers and cultural institution staff members to assist them in conducting effective programs.

...Assist cultural institutions in identifying sources of educational funding.

Within each district, some Chapter 636 monies were allocated to support cultural pairing programs. In general, parents and teachers who were interviewed had positive feelings about the CEC programs. Many parents felt that some of the programs conducted with schools by the Boston Zoological Society, The Children's Museum, and the Transportation Museum had been important additions to the curricula of their schools. These programs filled a real void for some children and introduced them to some of the city's many and varied cultural institutions.

Some principals and parents in schbols which had a particular interest in the arts never became aware of CEC programs and the potential availability of this resource to their school. Parents at one elementary school in West Roxbury had been meeting with teachers to plan enrichment programs in the arts for their school. The parents felt that students at that particular school had a very solid basic academic curriculum but expressed the need for students to have curriculum experiences in art and music. When they expressed this need to a CWEC staff member, they were told of the possibility of a cultural institution pairing. By this time, it was early May and most of the cultural pairings had already been established.

Several parents interviewed expressed a concern that they had not been offered the opportunity to decide which type of cultural program would best suit the needs of their school. To some extent this was due to a limited amount of time and a limited number of program options available. As the experience of Cultural pairings continues, it will become very important that an "open market" be developed in which schools can select and design cultural pairing programs that best serve the needs of students in their school.

Lastly, many of the institutions involved in the cultural pairings could be described as the more established cultural institutions, i.e., The Science Museum, the Museum of Fine Arts, etc. Some parents have expressed the concern that some of the small art groups in Boston seem locked out of the cultural pairing market. The "non-establishment" cultural institutions, such as Hispanic theatre groups or Black music and dance groups seem to have been overlooked by CEC. This effectively ignores a large section of the City's cultural resources and denies children some potentially exciting programs.

Recommendations:

- *The City-Wide Educational Coalition recommends: That building administrators and REPC's should be informed of various cultural pairing programs possibilities by January 15, 1977. Specifications of standardized fees for artists, consultants, etc., should be developed and distributed to all prospective proposal developers.*

- *CWEC also recommends: That CEC begin working with "non-traditional" and minority cultural groups so as to assure their access to the 636 process.*

Contact Person: Cultural Education Collaborative

Steve Marcus.....267-6254

SECTION III - THE REVIEW AND APPROVAL PROCESS

A) The Review Process

The 1976-77 review process was to occur at two levels--the local school level and the district level. Proposals for a university pairing with an individual school (e.g., Lesley College/Hennigan School) had to be reviewed by a panel at that school. All independent and university district-wide proposals (e.g., U. Mass./District VI) had to be reviewed by both a local school review panel and the district review panel. A Cultural Educational Collaborative proposal was reviewed by a local school and a district review panel.

Membership on the local school review panel included three teachers, three parents and the principal. At the high school level two students were added to the review panel. Members were selected by their appropriate constituent groups.

Membership on the district review panel included a principal, two teachers, three CDAC members (at least one parent), one City-Wide Parents Advisory Council (CPAC) or Home and School Parent, the District Superintendent or their designee, and one university representative. These members were selected by their constituent groups.

Review panels were designed to give members from the local school and the district the opportunity to evaluate proposals, suggest modifications and make recommendations for funding.

Recommendations:

- *The City-Wide Educational Coalition recommends: The composition of district review panels be such that a representative from the Cultural Educational Collaborative be included. (This would effectively increase their involvement and bring them into the mainstream of the 636 funding process.)*

1) Local Review Panels:

Judging from a number of interviews with participants, the review component at the local school level was the weakest link in the Chapter 636 review process. Some schools were not aware of the existence of local school review panels. One principal, apparently unaware of the review requirements, suggested to CWEC the development of local school review panels as a recommendation for next year's Chapter 636 funding process. This exemplified a lack of systemwide awareness of local school review panels. It is important in the future to make clear to principals, REPC members, and proposal developers that a school review panel is responsible for reviewing and rating every proposal written for that school.

This school level review involves parents, teachers, and the administrator in evaluating any programs proposed for their school. The panel should suggest changes to proposal developers that would improve the program design.

The 1976-77 guidelines as they pertained to review panels were certainly an improvement over the previous year in that they provided for a more systematic review by all parties.

Recommendations:

- *The City-Wide Educational Coalition recommends: That EEO's rating system for proposals should be revised. The revised rating should provide for the review of a proposal's content. Proposals should be evaluated on the basis of their relationship to identified district and/or local school needs.*

  The forms should also include a page clearly marked and designed for use by the local school review panel.

2) District Review Panels:

The district review panels were an important component in the new review process as established for the 1976-77 school year. Participants who were interviewed noted that the members of the district review panels had an important

task in selecting proposals to recommend for funding.

EEO staff from the State Department of Education had provided some technical assistance to the district review panels which proved helpful. Neither the State Department of Education nor the Boston School Department took the responsibility for actually training review panels to develop a set of standard criteria. This adversely affected the entire process.

The forms provided by the State for the rating of proposals were criticized by some of the teachers interviewed. The criticism of the forms geared primarily to evaluating how well the proposal was written rather than proposal content. A suggestion was made that the rating forms should include how the program compares to the actual needs of the school and how it added to the total curriculum of the school or district.

District review panels, found that their time for proposal review was far too short. Many district review panels had large numbers of proposals to review and a brief time in which to do so. On the average, district panels had approximately two weeks in which to review as many as sixty-five proposals.

Some review panels were able to overcome these "built in" limitations to the review process and grant a fair and impartial review. This was due to the care with which some District Superintendents chose principal, teacher, and university members to the review panel. Some District Superintendents were members of the district review panels, also. Some parents interviewed indicated that in at least one district, the District Superintendent had hand-picked virtually all review panel members.

In several cases, conflicts of interest arose. District Superintendents had been involved in the development of some proposals and thus had a personal interest in seeing that those proposals were funded. "How many times could I confront my boss before I'm gone?" quipped one principal who served on a review panel.

Despite potential flaws in the process, many review panels-on both the local and district levels carefully scrutinized many of the proposals. Those review panel members with whom CWEC spoke found some proposals with a disproportionately large amount of money set aside for administrative and consultant fees. They tended to look more favorably on those proposals that promised to provide more services directly to children.

The review process for this past year (1976-77) was a considerable improvement over the previous review process. The process was decentralized and included parents and teachers. If the review panels are to fulfill their function, some revisions in the process need to be made. Although the 1976-77 review panels made some strides in parental participation, full input is needed. As one parent commented, "We had no control over the money, but at least we knew where it was going."

Recommendations:

- *The City-Wide Educational Coalition recommends: That the State Department of Education's proposal forms should be revised to include a local school review panel sheet. A combined effort on the part of EEO and the Boston School Department to establish standard criteria for proposal review. Training and ongoing technical assistance should be available to district review panels by EEO and the Boston School Department. Review panels should be given at least three weeks in which to review proposals. All School/University proposals should be submitted for review to the local school review panel and the district review panel.*

B) The Approval Process

The approval phase is a long, confusing process. During the 1975-76 school year proposals had been delayed in the approval process which caused serious delays in the implementation of the given program. In recognition of these difficulties, the School Committee established an office to coordinate 1976-77 university pairings. This office soon became the center for the coordination of all 636 proposals. Many of the people interviewed cited this office as

having played a significant role in improving the methods with which proposals made their way through the Board of Superintendents to the School Committee.

The State's Bureau of Equal Educational Opportunity had set unrealistic time limits in reviewing the large number of proposals submitted. According to the original timetable, EEO had only allowed itself approximately one week to review all proposals and send them to the Board of Superintendents for review and approval.

After proposals had been accepted by the Board of Superintendents they were sent on to the School Committee for approval. To provide themselves with sufficient time for examining proposals, the School Committee established a policy in September, 1976, that proposals had to be in their hands five days prior to their decision for acceptance.

The approval process was facilitated this year by recognition of some School Committee members on the work already completed by district review panels. In cases where the School Committee was convinced that significant review had occurred at the district level, they readily approved those proposals recommended by the district review panel.

The School Committee, itself, could alleviate the problem of proposal developers sitting through lengthy meetings by announcing when proposals would be considered. Votes were often taken without any questions being addressed to proposal developers who were present. In the event that a School Committee person voted against a proposal recommended by a district review panel, an explanation of the vote could be given at the time. It seems insensitive for School Committee members to exercise what amounts to be a <u>veto</u> power over district review panel decisions without providing an explanation.

Recommendations:

- *The City-Wide Educational Coalition recommends: That more responsibility be given to the district review panels. The staff of EEO meet regularly with the district review panels to discuss their recommendations for funding and their suggestions for proposal modification.*

- *CWEC recommends that the School Committee publish a schedule announcing when 636 proposals will be voted upon. This would enable interested and involved parents and teachers to be present at the time of the voting.*

- *CWEC also recommends that reasons for vetoing a proposal be made when proposals were previously recommended by district or local review panels.*

SECTION IV - THE IMPLEMENTATION PHASE

A) Implementation

Delay in the approval of proposals contributed to the delay in the implementation of funded Chapter 636 proposals. Additional delays resulted from purchasing problems and hiring practices.

The following chart indicates the beginning dates of the program for the 1975-76 school year. The chart also illustrates programs designed to run a full year were operational for only a part of the year.

Teachers and university coordinators agree that administrative "red tape" problems continue to interfere with the implementing of Chapter 636 programs for the current school year. As one School Department staff member noted, "The problems of getting materials and personnel is endemic to this school system, and is somewhat based upon city statutes that may not be able to be changed."

City statutes prohibit expenditures of over $2,000 for services or goods. All such transactions must enter into a competitive bidding process. City procedures for acquiring materials require that orders be placed a full year in advance. Classroom teachers order supplies in September of 1976 for use September, 1977. Since 636 programs are never planned and approved that far in advance, an inability to order often prohibits obtaining necessary materials for beginning the programs.

During the school year 1976-77, administrators were faced with the additional personnel hiring difficulties due to teacher cutbacks. Many proposal developers budgeted for teachers with first year provisional status to staff their programs. Since the Boston School Committee and the Boston

Teacher's Union have agreed to cut first year provisionals prior to second and third year provisional staff, many 636 programs had found themselves with insufficient funds for personnel needs.

Recommendations:

- *The City-Wide Educational Coalition recommends: That the School Department develop a simplified purchasing order system to allow for 636 programs to begin on time. The School Committee and the Boston Teacher's Union must agree on a hiring-firing process which will not affect the implementation of 636 programs.*

B) Evaluation

1) Evaluation in General:

The guidelines for Chapter 636 proposals suggested that monies representing approximately 5% of the budget be set aside for the evaluation of each project. Statistics available from the Office of Evaluation, the Boston Public Schools demonstrate that many projects designated considerably less than the recommended 5% for the evaluation costs. These statistics show that of the total cost for all university related proposals only 4.7% was set aside for evaluation. Independent proposals had less money allocated for evaluation. Less than 1% of the total cost of all independent proposals in 1976-77 was earmarked for evaluation costs.

The failure to strictly enforce guidelines which called for adequate evaluation monies to be set aside, resulted in inadequate funds being available for comprehensive evaluations of all programs.

During 1974-75, the first year of Chapter 636 implementation, the program was criticized for the absence of any standard procedure or criteria for evaluating 636 programs. The School Department then established an Office of Evaluation which began in the 1975-76 school year to develop a more standardized procedure for the evaluation of programs. This effort was handicapped by the inadequacy of monies available for evaluation.

ACTUAL STARTING DATES OF 636 PROJECTS

PROJECT	OCTOBER	NOVEMBER	DECEMBER	JANUARY	FEBRUARY	MARCH	APRIL	MAY	TOTAL
Non-University Related	1	-	1	7	2	6	16	12	45
University-Related (Section 1 and 8)	-	15	5	10	14	13	2	-	59
Cultural Education Collaborative	3	3	4	1	3	13	-	-	27
TOTAL	4	18	10	18	19	32	18	12	131

Source of Information:

Boston Public Schools
635 Projects: A Status
Report by Louis P. Perullo, EDD.
and Mary Stapleton May 1976

The university and college pairings have the option of either designating their own evaluator or of transferring their evaluation monies to the School Department's Office of Evaluation and have them conduct the evaluation. At this time, all of the pairings had opted to hire their own evaluators, often someone from the college or university involved. The evaluation of cultural pairings had been coordinated by the Cultural Education Collaborative.

The Office for Evaluation had the responsibility for the evaluation of all independent proposals. Given the limited funds available to support this work, they have now established a schedule for evaluating programs that cost over $5,000. These evaluations will be conducted by the Educational Testing Service in Princeton.

Persons interviewed for this report voiced several concerns about the evaluation process as it worked in 1975-76 school year. There were serious questions raised about the quality of some of the evaluations. The Office of Evaluation established guidelines explaining that proposals should state clear objectives for a program. The evaluation could then consider the findings and the data collected to evaluate the extent to which programs were able to meet the state objectives. In many cases, proposals did not include clear objectives. Consequently evaluations would be vague and contribute little to future program design.

In general, there are two types of evaluations. One is the formative evaluation that is carried on by people involved in a project during the course of the program. This type of evaluation allows the participants to modify and improve a program as it is implemented. Another type of evaluation is the more comprehensive and objective evaluation conducted by an outside and independent evaluator. Both evaluations serve an important function.

One of the concerns expressed--particularly about the university and college pairing programs was the lack of an independent evaluation of many of these programs. One district superintendent questioned the validity of having the universities responsible for evaluating their own programs. "Any in-house evaluation is inadequate because it could not be objective," he said. Because of the considerable monies invested in many of these programs, it is essential to have a comprehensive and critical evaluation of these programs.

Interviewees also expressed the concern that the evaluation process for 1975-76 programs was not completed in time to have the evaluations influence decisions about refunding. As cited earlier in this report, many programs were delayed in being implemented last year. This meant that in some cases it was impossible for a final evaluation to be completed before a proposal for refunding had to be submitted. In those cases, interim reports should have been used as a consideration in refunding decisions.

All interim evaluations and final evaluations were to be submitted to the Office of Evaluation and to the Bureau of Equal Educational Opportunity at the State Department of Education. Interim reports from university paired 636 projects were due at the Office of Evaluation on April 15, 1976. As of June 1st, 1976, only 14 of the 27 expected evaluations had been completed. There were 4 partial interim reports submitted and 9 overdue. In spite of delays in beginning some programs, it was possible for interim reports to be submitted even if a part of the report was to state the cause for delays in implementation and the effect it had on the program.

However, the delay in submitting many interim reports indicates that these were not taken seriously. The Office of Evaluation had suggested that interim reports be required before projects were eligible for refunding. The State Department of Education did not enforce that requirement.

It is strongly suggested for the current year that the evaluation process be scheduled to interface with refunding decisions. It is important that evaluations be carefully related to the objectives of the program, carried out with critical objectivity and that they are used in designing future projects. The evaluation of previous year's program should be given careful consideration when a program is being considered for refunding.

Recommendations:

- *The City-Wide Educational Coalition recommends: That adequate monies be set aside for evaluation of 636 proposals. The Office of Evaluation continue to develop a standardized evaluation procedure. The Bureau of EEO cooperate in stressing that proposals include clear objectives and that evaluations relate to those.*

- *CWEC also recommends that the Bureau of EEO and the Office of Evaluation design a schedule for evaluations on 1976-77 programs to assure that interim or final evaluations can be available to District Review Panels when proposals are submitted for refunding.*

2) Evaluation of University and College Pairings:

In some districts or at certain schools, parents have been less than satisfied with programs developed in conjunction with a university or college. Some universities are simply not equipped to deal with the needs of an entire district. In other cases a pairing may have been made by the Court which does not result in a careful match of the particular expertise of a college and the needs of a specific school or district. In preparing this report it became obvious that a mechanism for reevaluating pairings must be developed. These evaluations could provide the basis for continuance of successful pairings or for the termination of unsatisfactory ones. A system must also be established which would facilitate the establishment of new pairings.

At this time, no process for evaluation and modification of college and university pairings exist. The termination of an existing pairing would connote failure for the university or colleges involved. Certainly there was no

In one district, a university proposal called for the development of special classes for disruptive children. The district review panel recommended this proposal for funding with the stipulation that it did not become a "dumping ground" for unmanageable children and that classes be racially integrated. As this proposal had been implemented, none of the special provisions have been adhered to. The racial composition of the special classes is 100% black and are therefore in direct violation of the Court order. There is no adequate monitoring system to alleviate this problem.

The racial makeup of the 636 program staffs presents another issue to be addressed. The cultural institutions and the universities frequently had all white or predominately white staffs. If only students are integrated, then the objectives of 636 can only be partially fulfilled.

Since CDAC's and REPC's are aware of the content of 636 proposals, the responsibility for monitoring these programs could temporarily rest with them.

Conclusion

With the implementation of the recommendations made within this document, then, and only then, will the aims of Chapter 636 be realized. Each year brings new opportunities. Hopefully, the development of proposals for the 1977-78 year, with guidelines made available in February or March, will enable parents in local schools and district levels develop needs and set priorities. This increased parental involvement will mean a school system much more responsive to the children it serves.

SCHOOL - UNIVERSITY/COLLEGE PAIRINGS

District	School	College/University
I	District-Wide	Boston University
	Brighton High School	Boston University
II	Jamaica Plain High	Simmons College
	T. Roosevelt	Curry College
III	District-Wide	Boston College
	Roslindale High	Boston College
IV	Hyde Park High	Stonehill College
	District 4	State College System January 17, 1977
V	District-Wide	Boston State College
	Burke High School	Boston State College & Mass. College of Art
	Dorchester High	Boston State College
		University of Massachusetts
VI	District-Wide	University of Massachusetts
VII	District-Wide	Northeastern University
	Charlestown Components	Bunker Hill Community College
	Charlestown High	Bunker Hill Community College
VIII	East Boston High	Massachusette Institute of Technology
	Barnes Middle School	Massachusetts Institute of Technology
		Wentworth Institute
IX		
	1. Boston High School	Boston State College
	2. Boston Business School	
	3. Boston Latin Academy	Regis College
	4. Boston Latin School	Wellesley College
	5. Boston Technical High	Tufts University
	6. Boston Trade School	Suffolk University
	7. English High School	Brandeis University
	8. Copley Square High	Suffolk University and Emerson College
	9. Temp. Madison Park	Northeastern University
	10. Martin Luther King	Antioch Institute
	11. Mackey Middle	Massachusetts College of Pharmacy
	12. James M. Curley	Wheelock College
	13. Guild	Lesley College
	14. Haley	Wheelock College
	15. Donald McKay	
	16. Rafael Hernandez	
	17. Hennigan	Lesley College
	18. Jackson-Mann	
	19. Ohrenberger	Emmanuel College
	20. Trotter	Suffolk University
	21. English Language Center	
	22. H. Mann	Suffolk University

ADDENDUM

In December, 1976 four schools which had programs funded by Chapter 636 monies were visited by CWEC staff. The programs described in the following pages of this report--the Lyndon, the Prince, the Burke, and the Dearborn Schools--were designed to meet the individual needs of these schools. The projects at the Burke and Prince are designed to address inadequacies in school programs (Burke) and facilities (Prince). The Dearborn and the Lyndon have supplemental or enrichment programs. Regardless of the reasons for the development of the programs, all are innovative. They are programs which might never had been initiated in Boston due to budgetary restrictions and a school system which is often not supportive of nor responsive to change.

However, 636 funds are temporary supplemental funds provided to desegregating school systems. They may be decreased or eliminated within the next few years. When funding for 636 programs is discontinued those needs or inadequacies in the system presently being met by 636 funds will again surface as problems. Although some 636 programs will prove to be expendable, others will not. Therefore, a thorough evaluation of existing School Department funded programs needs to be conducted. Those programs found to be ineffective should be discontinued and their funds transferred to other projects. Some Model 636 projects could very well become School Department funded projects of the future. Teaching methods and program approaches used in 636 projects which were highly effective in meeting objectives set forth in the proposals could become the basis for new programs.

Change does not come easily. Using the experiences gained through the 636 process, parents, teachers, and school administrators need to work cooperatively towards educational growth and change.

The Lyndon School

In numerous instances, 636 monies have provided projects which make up for inadequacies in school programs or facilities. Remedial reading and physical education programs are two examples. Although there exists a real need for such programs, they are not within the intent of 636, which is to provide enrichment, i.e. additional programs.

The Lyndon Elementary School in West Roxbury has used 636 funds to provide an enrichment program for its children. The Lyndon School Puppeteers is a program in arts and crafts related to puppetry, designed to stimulate the childrens' interest in school. The program would, according to the proposal, "develop feelings of accomplishment and self-actualization in children who have difficulties with the basic subjects."

When Lyndon School parents became aware of the existence of 636 funds, they conducted a needs assessment to determine the best possible use for potential funds. The responses to a survey sent to all parents, favored that 636 funds be used for a cultural enrichment program. Since the Lyndon has no gym, pool, auditorium, or arts and crafts facilities, no enrichment programs were previously offered. The parents also recognized that many of the children being bused to the Lyndon, came from an open space school with the most modern equipment and facilities, plus extra Title I services and supervisory personnel. The Lyndon, a small traditional school, was quite a different learning environment for many of these children. Based on this assessment, the little "educational extras" became a priority for 636 funds.

Parents met early mornings and late evenings to plan and develop a proposal for September, 1976. A realistic assessment of available funds determined

that a limited proposal budget would greatly increase the likelihood of its being funded.

The proposal developed by parents and teachers included funds to hire a puppeteer and to bring children to the Puppet Showplace. The puppeteer section was funded, the trips to the Puppet Showplace were not. Ms. Eleanor Boylan, the puppeteer hired to come to the Lyndon, had conducted similar programs at the Dever, Taft, and Hamilton Schools. Previous to the submission of the proposal, parents met with Ms. Boylan to discuss her program and its relationship to the objectives determined by parents and teachers.

Ms. Boylan comes to the Lyndon one week a month. She spends that one week with just one class. During that week, children make their own puppets, learn hand manipulation of puppets and practice music and dialogue for a puppet production to be presented at the end of the week. The presentation is done for the entire school and any interested parents. Children spend that week doing nothing other than working with puppets and preparing for their presentation. Since the program lasts a week, Ms. Boylan, with the classroom teacher as an assistant, is able to create and sustain a momentum in the class.

The children are allowed to choose a story for their presentation. The class I visited had chosen Jack and the Beanstalk. Ms. Boylan supplies the puppets for the presentation, so that the children are free to make puppet characters of their own choice. Examples of puppet characters included, Santa Claus, a bee, a witch, and a wizard. The puppets' heads are constructed out of styrofoam balls covered with paper mache and poster paint. The bodies consist of swatches of fabric over 2 sticks which function as the arms. The children use these sticks to manipulate their puppets.

Teachers whose classes had already spent a week with Ms. Boylan

were most enthusiastic and supportive of her work. A visit to a third grade class proved their statements. The children were engrossed in their puppets, busily pasting on eyes, ears, and hands, while reciting dialogue for their presentation. The individuality and creativity evident in these puppets is a real tribute to Ms. Boylan's ability as a teacher. Ms. Boylan will have visited each class by January and in the spring time will spend a second week with each class.

The program is a model in parent participation--having been conceived and developed primarily by parents. Although it is a fairly simple program, it meets the needs of the Lyndon School as perceived by parents, teachers, and school administration. Therefore, the Lyndon School Puppeteers is a highly successful program.

The Prince School

The Prince is an inconspicuous brick school on Newbury Street in Boston. It is small, old and surrounded closely by other buildings. The school yard consists of a narrow strip of pavement around two sides of the building. As a result of the limited yard space, physical education at the Prince School has been almost non-existent.

In the Spring of 1975, the Prince R.E.P.C. set up a 636 Committee composed of two parents, two teachers, and the school principal. The R.E.P.C. and the school staff agreed that physical education was a priority for a 636 proposal for the Prince. Numerous alternatives for a physical education program were discussed by the 636 Committee. Having determined that a program requiring rennovations to the existing building was too expensive, the Committee concluded that the children would have to use public sports facilities.

The proposal, developed by the parents and teachers and eventually funded by the State, provided for the use of the YMCA swimming and gym facilities and the MDC skating rink. The objective behind the proposal was to provide an adequate and exciting physical education program that would be fully integrated. 766 and bilingual children would participate fully and equally in the program.

The program called for a part-time staff of three, a program instructor, a gym instructor, and a swimming instructor. The budget included money for staff and facility rental. No money was included for transportation. The proposal writers assumed that the buses which brought the children to the Prince each day would be available to bring them to the gym and rink. The school bus contracts do not provide for additional trips however, and there was no money in the budget for transportation. Mark Glover, the 636 program coordinator attempted to get the Department of Transportation of the School Department to provide the transportation--they refused. In late September, it looked as though the Prince 636 proposal was not going to be implemented.

Fortunately, Northeastern University, the university paired with District VII offered the Prince the use of their sports facilities, free of charge. Now that the money for facility rental had been freed up, Glover negotiated with EEO to have those funds used for transportation to and from Northeastern. These funds would provide transportation for 13 weeks. However, this transfer of funds didn't come about easily or quickly. In the meantime, Northeastern threatened to withdraw their offer because the facilities were not being used. Finally, in Mid-October, the transfer of funds was completed and the program became operational. More recently, the Prince received an ESAA mini-grant (federal funds for desegregation) to pick up the cost of transportation when 636 funds run out in December.

Prince children now go to Northeastern or to the MDC skating rink,

Monday, Tuesday, and Wednesday mornings. They leave the school at 9:00 a.m. and return around 11:00. Groups of 2 or 3 classes go each day, so that at the end of the week, each class has gone once. In any given class, the children will spend one week in the gym, one in the pool, and one on the ice so that they are doing something different week after week.

Mark and the other instructors stress the importance of team work in group games. They attempt to break-up cliques of children by putting them on different teams. The goal behind this is to make the children relate to one another as individual and to have them make new friends. Over the past two months, Mark has seen children open up to one another. Bilingual children who are isolated from the rest of the school logistically (they are the only classes on the third floor) and linguistically, have benefitted most visibly from the program. The children are learning to identify as individuals within a group--not as cliques, and therefore, the sense of community at the Prince is growing.

Like most 636 programs, the Prince program has had problems implementing the program outlined in the proposal. The School Department's Business Office has not paid the MDC for the rental of skates for the children. The MDC is now threatening to refuse to provide skates for the children until they get paid. Also the program needs additional volunteers to go with the children. "There have been a lot of little headaches," said Mark.

These and other problems in implementing the program are being worked out at monthly 636 project staff meetings. At these meetings the staff discusses possible alternatives for making the program function more smoothly. They also evaluate it for its effectiveness in meeting the objectives set forth in the proposal and its responsiveness to the needs of the children. Based on this evaluation, changes are made in the program.

The parents and school staff are committed to the program. It is this commitment which prevents the cancellation of this program and insures its success.

The Dearborn School

The Dearborn Middle School in Roxbury is not much to look at. Located in the Orchard Park Project, it presently houses 150 students--½ from the D Street Project in South Boston and ½ from the Orchard Park Project.

In the Spring of 1975, members of the Shakespeare Company contacted Alex Pappas, the cultural arts teacher at the Dearborn School and offered to write a proposal for 636 funds. Shakespeare & Company is one of the cultural institutions paired with a Boston Public School through the Cultural Education Collaborative. Pappas and Shakespeare Company staff co-authored the proposal. Pappas stated the needs and the objectives and philosophy of the school, and the Shakespeare staff incorporated these into the program. Many of the Shakespeare Company staff had had teaching experience.

The philosophy behind the proposal was the development of the total child. The program, as outlined, would attempt to teach the child self-expression and the development of self-confidence through theatre arts.

The resulting program provided for a full year of instruction in theatre arts for 7th grade students. Since the number of students enrolled at the Dearborn has declined, the 8th grade has also been included within the program. The Shakespeare Company staff spends all day Monday and Wednesday at the Dearborn. "The kids are beginning to see the Shakespeare Company staff as part of the regular teaching staff," stated Pappas.

Students have spent the first half of the year learning to read, review and make plays. They have participated in improvisational theatre games. The theatre games have produced some problems with the Dearborn administration. Some of the Dearborn staff consider the classes to be too noisy. "Sometimes it's difficult for the kids to understand that the games they play (improvisational theatre) are not games at all but exercises in self-expression--but the children have never been exposed to this before," admits Pappas.

One of the field trips written into the budget includes a tour of one of Boston's theatres. During the tour, students will be taught about the mechanics of a theatre such as lighting and props.

Other field trips include visits to regular performances of the Shakespeare Company.

The second half of the year will be spent in more intensive theatre work for a number of the students. About 25 students will be involved in producing a play to be shown at graduation. However, the numbers of students involved will not be restricted to 25 children. The rest of the school will be involved in building scenery, sewing costumes, and as the stage crew. The various facets of putting on a production necessitates the incorporation of many difficult activities such as sewing and art and requires teamwork and cooperation by the students. The production of this play will provide students with instruction in many different areas related to theatre and begin to meet one objective of the proposal--the total development of the child.

However, this program has not been without problems in implementation. The project staff met with difficulty trying to schedule students into the program, and Dearborn administration has not been totally supportive of it. This lack of consensus by the Dearborn staff about the importance of this 636

project could cause problems in the implementation of the program. The concept of the development of the total child cannot be implemented without the cooperation of the entire Dearborn staff. Teachers must begin to coordinate their individual curriculum with that in the 636 program. This has happened in only a few cases. The lack of cooperation among the Dearborn teachers will make it difficult for the program staff to implement their program consistent with the outlined objectives.

The program staff meets every Monday and Wednesday to discuss the program. They are consistently evaluating it and making changes. "We sit down with Shakespeare Company Staff and figure out what we can do when they're not here to keep and increase the kids' interest," said Pappas.

Although there are some flaws in the implementation of the program and it lacks any parental involvement, the program, unlike many other 636 programs, is functioningly smoothly.

Jeremiah E. Burke

The 636 Program at the Burke is a project which has incorporated numerous photography--related areas under the heading of communications arts. Still photography, cinematography, the use of T.V. equipment and offset printing are four distinct fields included in this program.

The project was conceived of to provide a more practical, vocational education type program for the Burke. The Burke was originally a school which prepared girls for clinical careers, and as such it lacked any shop facilities.

When the school was opened up to boys, their industrial arts requirements were filled by taking courses at Trade High School. However, this did not work very well and a few teachers began looking towards developing a

program to be housed at the Burke.

Harry Trash, a teacher, who had had some experience with photography explored the possibilities of beginning a photography program. However, no equipment or money was available to him. Recognizing the need for such a program, he and Bill Martin, another teacher, brought in their own cameras and photographic equipment to be used by the students. They made arrangements with New England Life, the business pairing for the Burke, to use their darkroom. So with limited equipment, they began a photography course which was to be the basis upon which the subsequent Burke 636 Communications Arts Program was based. The 636 proposal developed by Martin was to begin in September, 1975.

The program is particularly equipment intensive. T.V. cameras, offset printing presses, enlargers, and a typesetting machine are just some of the equipment used by the students. Most of this equipment is very expensive and therefore had to be purchased through a competitive bidding process. This process delayed the purchase of much of the equipment and further delayed the beginning of the program until well after September. Sometimes equipment was delivered in bits and pieces--such as enlargers with no lenses. The fact that pieces were missing rendered the equipment unusable.

Another complication which further prevented the full-fledged operation of the program was the inadequate facilities at the Burke. Although there were cameras and developers, there was no darkroom in which to develop the pictures. 636 funds do not provide for physical plant renovations--the City has to assume the cost of building renovations. No action was taken on renovations until the middle of the 1975-76 school year. In the meantime, the State was threatening to withhold some of the program funds until renovations were completed.

Despite all these problems, Trash, Martin, and Jessie Alpert, the printing teacher, began to get the program off the ground. Mass. Art, the Burke's college pairing and New England Life were very supportive of the program and continued to make their photographic facilities available to Burke students. "We improvised a lot," said Alpert about getting the program operational. When the darkroom was eventually completed, students had a backlog of 300 rolls of film to be developed.

1976-77 will be the first full year of operation for the Communications Arts Project. Now that most of the equipment problems have been resolved, the project staff--Trash, Martin, and Alpert--are focusing their attention on coordinating their existing curriculum to be consistent with the objectives outlined in the proposal.

Perhaps the most exciting thing about the Burke 636 project and the most graphic illustration of its success is the reaction of the students to it. They love it. Martin described the students response to the project, "Sometimes we have to throw kids out of here at the end of the day, some of them just can't seem to get enough. As far as interest goes--we've got it."